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He likens "paidologists" to phrenologists. He prefers "the home-grown, necessity-evolved leader and method, which somehow eclipse the finest work of the professional trainer." Dr. Hamill's lack of first-hand information regarding educational research is clear from his deeming himself a "heretic" for believing that adolescence (he does not use the term) ought to be studied as well as early childhood. Graded schools and manual methods of instruction are not considered.

The books listed for teacher courses mark an advance upon the little pamphlets formerly recommended by Dr. Hamill himself and others. He indorses the Religious Education Association, and praises the plans of the Canadian Presbyterians as the most promising of denominational efforts at teacher-training. But when these plans are published, it will be found that their courses and textbooks, practical as they will appear to teachers in graded Sunday schools who can specialize in their subjects, are too ambitious for the generality of teachers conditioned by the "International Lesson" system. The traditionalism of the textbooks recommended for biblical introduction is sufficiently indicated by the question raised as to whether it was Mr. Moody or Mr. Jacobs "who knew the Bible better than any man living." The book is well written. It promises to be of great service to the large body of teachers contemplated. It should be read by those also who hesitate at the magnitude of the Sunday-school problem, since the record of the comparative success of the teacher-training to which the author is devoted ought to encourage the activity of the least of those who possess true information regarding the subject-matter and method of religious education.

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**The Teacher and the Child.** By H. THISELTON MARK. Chicago: F. H. Revell Co., 1903. Pp. 165. \$0.75, *net*.

This volume is to be classed with that small but increasing number of books which attempt to apply the principles of modern pedagogy and to use the results of genetic psychology and child-study in the solution of the various problems of religious education. The author in this case has been measurably successful in his endeavor. Of the fourteen chapters which with the short introduction make up the book, three deal with the mind and its training, four with method in teaching, one with class management, four with the training of character, and one each with the teacher's obstacles and the teacher's treasury.

In the chapters discussing the nature and training of the mind, the importance to the teacher of a knowledge of the mind and its processes is made clear. Emphasis is laid upon the unity of the mind, and upon the necessity of dealing with it as such. On this subject our author says:

The rightly nourished mind is like all other healthy organisms, in that it does not grow piecemeal, or in patches or compartments, but throughout the whole of its parts and structure. Materials may be treated piecemeal; organisms cannot. No teacher, therefore, can afford to sit down and address himself to a single compartment—a fraction of the boy-nature before him.

And again he says:

The mind declines vivisection at the hands of its educators, and not always with thanks. As teachers, therefore, we are likely to gain immensely by knowing the mind as a living whole.

This is a truth that needs to be repeated over and over again until all of our Sunday-school teachers shall recognize and act upon it.

The other two chapters of this section discuss in an attractive and helpful way the nature and value of interest and its practical use by the teacher, and the two building powers of the mind—memory and imagination.

The next four chapters, dealing with method in teaching, will probably be the ones most immediately helpful to teachers. Several important but sadly neglected truths are emphasized of which two may be specially mentioned—the principle of self-activity on the pupil's part, and that of co-operation of pupil and teacher in the teaching process. If these two principles were followed by Sunday-school teachers they would soon see more abundant results from their efforts. The author is a follower of Herbart, and briefly but clearly indicates the five so-called steps in the presentation of a lesson according to Herbartian pedagogy. In the Appendix there are a number of lesson-plans in outline, prepared in accordance with and as an illustration of these steps of method. These lesson-plans would be more helpful to our thousands of immature and untrained teachers if they were worked out a little more fully, and the connection between the steps indicated, that the teachers might see that the lesson must be a *unity* and not a series of *steps* with distinct breaks.

The four chapters on the training of character are good and offer many helpful suggestions to the thoughtful teacher. The remaining chapters on class management, the teacher's obstacles and the teacher's treasury also contain valuable hints.

The "suggestions and illustrations" at the close of each chapter are helpful, since they call for some original thinking on the part of the reader.

While the book does not offer anything new to the trained teacher or to the student of education, it will prove an inspiring and suggestive volume for the "interested many" among our thousands of Sunday-school teachers, and is to be heartily recommended to all those who are striving for better things in their Sunday-school work.

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